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ABSTRACT

The unit supplement provides skill development activities for high school students in mass media techniques. It is intended to be used with a social studies curriculum unit entitled "Unit on Political Decision Making and Action Strategy Over a Local Environmental Problem," (ED 118 526). Teacher directions for using the supplement as a single unit of instruction or in conjunction with an interdisciplinary program are included in the text. The student is directed to select a local problem from a list of general environmental political problems and plan and execute a media presentation for the class. Suggested group and individual activities involving slide-tape techniques, photo-journalism, sound motion pictures, and audiotape are described. Lesson I describes teacher responsibilities in providing background reading and speakers. Lesson II presents a research guide and group project suggestions for use by students in their initial investigation of the selected environmental concern. Lesson III presents four guide questions for use by students in further narrowing their topic. Lesson IV describes instruction and reading selections in the suggested media. Lesson V discusses procedures for presentation and evaluation of student projects. An evaluation outline and student instruction sheets on suggested media are included in the appendix. (Author/DB)

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INSTRUMENTAL UNIT SUPPLEMENT

for

The Development of Mass Media Packages

Concerned With

Environmental Political Problem

Developed by:
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and
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1976

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SP009866

OVERVIEW

This supplement should be used with a unit entitled "Unit on Political Decision-Making and Action Strategy Over A Local Environmental Problem."* The original unit has students conduct a structured inquiry into a Pinellas County environmental problem. This inquiry should be based on a political viewpoint. The purpose was to establish a general structure by which similar inquiries could be conducted in other areas at other times. This supplement is an attempt to broaden this study by giving the opportunity to students to learn skills in developing mass media techniques. The supplement has students develop media packages that either give the viewer a presentation of information or opinion on an environmental concern.

This presentation is further limited to political concerns. In this dimension the student applies the conceptual understandings that were stressed in the original unit. Such concepts as power and conflict will serve as organizing ideas for the media development.

Within this supplement, instruction for different media are included. Media alternatives offered are slide-tape presentation, photo-journalism report, sound-movie presentation, and audio-tape presentation.

Also, for students who might not want to handle a project alone, a group project is available with different roles disigned to meet the needs of different personalities.

The supplement can be used both as a single unit of instruction with the original unit or as an interdisciplinary arrangement with a language arts teacher running simultaneous instruction. If the supplement is incorporated as a single unit, instruction will last from five to six weeks. In an interdisciplinary arrangement, instruction will last from three to four weeks. Teacher directions for both strategies are included within the text of this supplement.

The unit objectives for this supplement are:

1. Given the assignment to develop a media presentation on a local environmental political problem, the student will choose and define a local environmental, political problem. This problem must describe a situation which hampers the American political system from satisfying its functions and deals with the natural environment.
2. Given a list of general problem areas of interest, the student will select the single problem area from which he will develop his media production. This selection will be justified in terms of the interest of the student, the appropriateness of the problem for local concern, the availability of materials, and the presentation power.
3. Given the information attained from the investigation sequence, the conceptual understanding of power, conflict, organization, and pressure group, the student will restrict the problem to a specific objective. This objective will involve:
   A) choosing the approach for presentation;
   B) the selection of a political concept;
   C) choosing the medium to use.

4. Having selected one area of the problem, the student will plan and execute a media presentation which will expose the intended audience to his findings.

The teacher is required to attain some materials. These are specified but not included with this packet. Among these materials, for example, are booklets by Kodak.

This supplement was field tested at Gibbs High School, St. Petersburg, Florida. The writers would like to express their appreciation to Mr. Bruce McMillan, Principal at Gibbs High.

* Original unit available through the Office of Environmental Education, Department of Education, Tallahassee, Florida.

Lesson One

THE SURVEY

UNIT OBJECTIVES:

1. Given the assignment to develop a media presentation on a local environmental, political problem, the student will choose and define a local environmental, political problem. This problem must describe a situation which hampers the American political system from satisfying its functions and deals with the natural environment.

2. Given a list of general problem areas of interest, the student will select the single problem area from which he will develop his media production. This selection will be justified in terms of the interest of the student, the appropriateness of the problem for local concern, the availability of materials, and the presentation power.

LESSON (Enabling) OBJECTIVES:

1. Student will formulate questions to derive infromation from a resource person. The information will help the student identify a local environmental problem which is political.

2. Student will identify one environmental problem area which is of interest to him.

3. Student will analyze written material on an area in order to attain basic information.

4. Student will apply the definition of a political problem to the identified problem area.

PROCEDURE:

Pre-Lesson: The teacher should arrange for an environmentally knowledgeable guest speaker to come and speak to the class. The purpose would be to inform the students on what local environmental problems exist in the area.

DAY 1

1. The teacher explains that the students are going to be engaged in developing a media package on a local environmental, political problem.

2. Pass out Student Worksheet #1. Explain that the next day there will be a guest speaker in class. The purpose of the guest is to have the students ask questions about local environmental problems. The worksheet is to have the student prepare for the speaker. It first has the student look at environmental problem areas, and, secondly, it has the student formulate some questions for the speaker. The teacher might go around the room and be of assistance.

3. Discuss the handout and have students compare their questions. Encourage coming up with more to add to their lists.

(In evaluating this assignment, the teacher should ask: Does the student identify the functions which are affected by the problem area?)

DAY 2

4. Teacher introduces guest resource person and briefly explains the procedure:

A. Research person will give a brief presentation on local problems (15-29 minutes).

B. Students will ask questions about local concern and availability of materials for their area of interest. This information should enable each student to select the problem area for his report.

DAY 3

5. The teacher should make available some readings on environmental problem areas. The student is to look through these and select information about the one problem area which is of interest to him. (A good book of articles to use for this purpose is The Environmental Crisis.)

6. Students who have chosen the same area will discuss the articles they have read in small groups. Students can use guide questions designed for the readings by the teacher. (In using The Environmental Crisis, the text questions can serve this purpose.) The teacher should gage this step according to student interest. The purpose is to have the student learn more about the problem so that he can choose the area which meets his interests.

HOMEWORK OR DAY 4 (Optional)

7. Student is to justify the ONE problem area that he will use to develop his media presentation. This justification should state what his choice is and why he made it. The reasons for his choice should be stated in terms of the criteria (student interest, appropriateness of problem area, availability of materials, and potential presentation power) which were explained on his worksheet. THIS SHOULD BE EVALUATED AND RETURNED TO THE STUDENT BY THE NEXT CLASS PERIOD.

8. Student is to take the definition of a political problem and apply it to the area he chooses. Remember, a political problem is a situation in which a political system trying to fulfill its function meets interference (look at Pre-Unit Reading #1, page 1 of original unit.)

MATERIALS:

The Environmental Crisis, a reader published by Prentice-Hall, (Ed.) Charles B. Meyers. The student chooses the articles which best pertain to his problem area.

EQUIPMENT:

NONE

STUDENT WORKSHEET #1

The purpose of this worksheet is to prepare you for a guest speaker who is coming to our next class meeting. Below is a list of problem areas associated with the concerns of the environment. It will help you decide what local environmental problem you want to use for your media presentation if you look at some general fields of problem areas. You are to choose one of the problem areas that you think might be of interest to you. Tomorrow you will have a chance to ask a local expert if the area you chose has merit as an organizing topic which will allow you to develop a media package.

PROBLEM AREAS

____Air Pollution	____Pest-Rat Control
____Noise Pollution	____Disease
____Traffic Congestion	____People's Attitudes Toward Environment
____People Congestion	____Recycling
____Lost Natural Beauty	____Resource Exhaustion
____Chemical Pollution	____Beach Erosion
____Wild Life Extinction	____Use and Effects of Technology

The second part of this worksheet is to prepare you for the guest speaker. The purpose of a guest speaker is to bring in an expert that can give immediate information that will help you accomplish some goal. Your immediate goal is to choose the problem area for which you will develp a media package. Your decision should take some thought, because you will be stuck with it. (Some changes will be allowed, but because of time limitations, this WILL BE HIGHLY DISCOURAGED.) In order to insure your giving this decision its appropriate effort, you will turn in a justification for the choice you make. This justification will be graded. The criteria for grading will be as follows:

1. Interest of student - Does this justification show a genuine concern on the part of the student?

2. Appropriateness of the problem area in relation to local conditions - Does the justification show an awareness that the problem area has enough local examples on which a media presentation may be developed? One of the limitations on your project is that it be about a local environmental problem. Therefore, the problem area should exist within Pinellas County.

3. Availability of materials - Is there enough information about the problem area that is reasonably available to the student? Are there resource people identified for the student to contact?

4. Potential Presentation Power - Does the justification show a concern for a dynamic and interesting presentation? Does the problem area have local, interesting examples which are relevant to the audience? Whatever your presentation is on, you should be concerned with the interest it will generate in people. To do this you must choose a subject matter (problem area) that has relevance for the people viewing the presentation.

Now, back to our guest speaker. He will be here tomorrow to answer your questions about local environmental problems. You are going to select one of the problem areas you have been researching for your media presentation. Our guest is here to help you make that choice by answering your questions.

In order to prepare for his visit, review the above criteria (#s 1-4). A guest speaker will not be able to help you with the first and fourth standard, but he will know about the appropriateness of the problem area and the availability of the material. You are to think of three specific questions you might ask our guest for each category (#2 and #3). Remember, the questions are meant to help you choose which problem area you are going to pick for your media presentation.

WRITE THREE QUESTIONS THAT RELATE TO THE APPROPRIATENESS OF YOUR PROBLEM AREA:

1. _____

_____

2. _____

_____

3. _____

_____

WRITE THREE QUESTIONS THAT RELATE TO THE AVAILABILITY OF MATERIALS:

1. _____

_____

2. _____

_____

3. _____

_____

Lesson Two: The Probe

UNIT OBJECTIVE:

Given the problem area of local environmental concern chosen by the student, the student will conduct an initial research to acquaint the student to the matter of the local conflict. This objective will be accomplished with a brief report.

LESSON (Enabling) OBJECTIVES:

1. Students will show how their local environmental problem exemplifies a political concern (especially in terms of the concepts power and conflict.

2. Students will go out into the community and collect data through such activities as:
   a) local interviews of concerned parties and informed sources like media representatives, city officials, etc;
   b) researching local news coverage of conflict; and
   c) visiting the problem area.

PROCEDURE:

NOTE: If this supplemental unit is being used in the same course as the original unit, as opposed to an interdisciplinary approach with a language arts course, this procedure takes place as a homework assignment. The assignment is given at the end of lesson four of the original unit. It is due at the end of unit five.

1. Explain, at the end of the last day of lesson four, that the students will take the local problem area each has chosen and conduct an initial study. The purpose of the study is to have the student become familiar with the specific issues, the people, and the places associated with the problem area. The general process here is to have the student narrow his concern to a specific objective, which will be formulated next lesson.

2. Pass out handout entitled "Research Guide." Give students three school days to finish the assignment contained.

3. Teachers should go over handout to make sure students understand the assignment.

MATERIAL:	EQUIPMENT:
RESEARCH GUIDE	NONE

NOTE: If an individual student is having difficulty restricting a topic through the Research Guide, he may team with several other students for a presentation on a selected project. (See GROUP PROJECTS, p. 11)

RESEARCH GUIDE

A few days ago you decided on a local problem area on which you might produce a media presentation on. Since then you have been introduced to two political concepts: power and conflict. Now, you are to take your problem area and, using political ideas you have been exposed to, conduct a BRIEF research. This guide is designed to help you.

Your first task is to relate the concepts,power and conflict, to the problem area. From the information that the guest speaker shared with the class and the reading you have done, briefly explain how the problem area illustrates the concepts we studied.

POWER:

CONFLICT:

The rest of this guide is an aid to gather information. It is expected that you go out into the community and become familiar with how the problem area affects your community. There are several ways to do this:

1. Interview people in your community that are concerned with the problem. This can include people or groups directly involved, news and other media personnel interested in the area, and city officials.

2. Research in libraries (vertical files and microfilms), using local news coverage of the conflict.

3. Visiting locations that illustrate the problem area.

Following are some questions which you might consider in doing your research:

IN REGARBS TO POWER:

1. Who are the participants of this problem area?

2. What"power factors" do these participants have?

These"power factors" might include

a) The participants' position in the community (prestige, legitimacy, control of rewards and punishments, etc.);
b) The participants' skill, resources, and knowledge, (expert power); and
c) The participants' personality variables (personable, extroverted, ambitious, etc.).

3. What power outlets does the participant have? (Can he initiate action, carry out campaigns, veto action, sponsor action, and/or fund action?)

IN REGARDS TO CONFLICT:

1. What objectives are the people having a conflict over?

2. Who are the participants of any conflicts?

3. Is a participant winning or losing the conflict?

4. What is the strategy of the participant in the conflict? (Widening or restricting?)

4. Student will formulate questions to deliver information from a resource person. The information will help the student identify a local environmental problem which is political.

GROUP PROJECTS

IF an individual student is having difficulty restricting a topic through the Research Guide, he may team with several other students for a presentation on a problem selected from the two suggestions below. Lessons 3-5 (The Decision, The Production, and The Presentation) should be done as outlined, with only the change of group execution in place of individual.

PROJECT CHOICES ARE PRESENTATIONS ON THESE ISSUES:

1. Should the Gateway be developed?

or

2. The "taking issue" in relation to the Gateway

GROUP ROLES

DIRECTOR (1) - This person will organize and guide planning, will delegate and schedule individual tasks, and be responsible for the whole team. THIS IS THE ONLY TEAM MEMBER WHO MAY EARN AN "A" ON THIS PROJECT.

RESEARCH (?) - The people who are charged with research shall use the Research Guide to help them find information and report it back to the group. A good place to start will be with the original unit, Reading #1, pp. 14 and 15. Special thought should be given to the questions on p. 21 and the value sheet on p. 22. (TOP GRADE POSSIBLE FOR THIS POSITION IS "B".)

PRODUCTION MANAGERS (?) - Those persons charged with this responsibility will make arrangements for interviews or people used in production, props and location for production, and secure the necessary approvals for these items. They are responsible for all materials, personnel arrangements, and physical arrangements involved with the production, and will be in charge of executing the production itself. (TOP GRADE POSSIBLE FOR THIS POSITION IS"B".)

NOTE: For the assignments of RESEARCH and PRODUCTION MANAGERS the number working on the task is flexible. It is suggested, however, that the maximum team size be 7 members, to allow meaningful and manageable group decision making.

LESSON THREE

THE DECISION

UNIT OBJECTIVE:

Given the information attained from the "Probe" sequence, the conceptual understanding of power, conflict, organization, and pressure group, the student will restrict the problem to a specific objective. This objective will involve:

A) choosing the approach for presentation;
B) the selection of a political concept;
C) choosing the medium to use.

LESSON (Enabling) OBJECTIVES:

The student will decide to concentrate upon a specific facet of his selected problem. He will do this by:

1. Identifying what part of the problem interests him most;
2. Identifying the area involved (city, geographical area, block, etc.);
3. Identifying those people who are affected by or involved with the specific problem: downtown residents, parents, merchants, etc.
4. Deciding that his idea can be handled within the limits of time, equipment, and skill available.

PROCEDURE:

DAY 1

The teacher will hand out Guide Questions which the student will apply to his problem to further restrict the topic. The student should be able to come up with one statement which he will try to support through his media presentation. This statement should be ready by the end of this class period. (See prepared Guide Questions, p.13.)

GUIDE QUESTIONS

STATE THE LOCAL ENVIRONMENTAL AND POLITICAL PROBLEM IDENTIFIED IN YOUR RESEARCH.

1. What part of that problem interests you most? Why?

2. What area is involved? (city, geographical area, block, etc.)

3. What people are affected by or involved in the specific problem? (downtown residents, parents, merchants, etc.)

4. What amount of time will you need to prepare your production?

   Is that much time available to you?

   What equipment will you need?

   Is that equipment available to you?

   Will you be able to handle the equipment?

STATE BELOW ONE STATEMENT WHICH YOU WILL TRY TO SUPPORT THROUGH YOUR MEDIA PRESENTATION.

LESSON FOUR

THE PRODUCTION

UNIT OBJECTIVE:

Having selected one area of the problem, the student will plan and execute a media presentation which will expose the intended audience to his findings.

PROCEDURE:

Pre-Lesson: The teacher should prepare instructions for the various media available (see instruction sheets), arranging them and the Kodak bulletins so they will be easily accessible to the students.

The teacher should also contact school media and science departments for examples of media productions to show students. Local TV and radio stations should also be contacted for possibilities. Of course, after your students have successful productions, you may use them for examples. This should be very helpful to students in their undertaking of what is probably a first effort in media production.

DAY 1

1. Students will see examples of various media productions. This should be helpful to him in choosing a medium which will best present his findings.

DAY 2 - 4

2. Student will identify which medium he wishes to use for his presentation:
   A. Slide-Tape presentation
      (1) Use slides he will take on location with an instamatic camera or a 35mm camera; or,
      (2) Make slides from other pictures by means of the Ektagraphic Visual Maker.
   B. A Phot-Journalism Report, using still photographs he will take.
   C. A sound-movie presentation.
   D. An audio-tape presentation.

3. Student will state the goal he has for his presentation and list supportive material/shots he would like to use.

4. Student will take the instruction sheet for his chosen medium and follow the step-by-step instructions for reading and planning his production. Plans should be prepared in writing and submitted for teacher approval.

DAY 5 - 9

5. Student will execute his plan, following the plans approved by the teacher. This work may be done in the classroom or on the student's own time, depending upon his production choices.*

6. For productions requiring sound on tape, class time should be used for preparing these tapes.

* IN CLASS ACTIVITIES:
   (1) writing narrative script
   (2) taping narrative
   (3) taping music soundtrack
   (4) making title and credit cards as needed
   (5) production of slides by Ektagraphic Visual Maker
   (6) filming anything which can be done in the classroom
   (7) arranging photo-journalism project for presentation

OUT OF CLASS ACTIVITIES
   (1) Taping background noises
   (2) Interviewing and taping people outside of school
   (3) On location filming or picture taking

7. Students will turn in their film for processing as soon as possible.

DAY 10

Student will prepare his work for presentation by:
   (1) Editing as necessary
   (2) Finishing sound preparation
   (3) Synchronization of sound and visuals (if applicable)

LESSON FIVE

THE PRESENTATION

UNIT OBJECTIVE:

Having produced a media package, the student will present it for evaluation by the teacher, his peers, and himself.

PROCEDURE:

An evaluation form is included in this unit. Students should have copies of this form and be well prepared for the points they should consider for an objective evaluation of class projects presented.

DAY 1+

Each student will present his media package for evaluation by the teacher, his peers, and himself.

EVALUATION POINTS FOR PROJECTS

_____ 1. Commentary or Purpose
- a. easy to follow ideas
- b. holds attention and interest
- c. originality of subject treatment
- d. purpose well defined

_____ 2. Variety in Photography
- a. expressive use of visual language
- b. appropriateness of special effects
- c. editing - variety, pacing
- d. photographer's creativeness

_____ 3. Theme
- a. clarity of statement
- b. originality of idea
- c. necessity or immediacy of idea

_____ 4. Soundtrack (if applicable)
- a. appropriate selections with subject
- b. editing of soundtrack
- c. clarity of sound

_____ 5. Credits
- a. originality of design
- b. necessary materials
- c. readability

_____ 6. Overall Effectiveness
- a. Does it appeal to the target audience audience?
- b. Does it affect (move to action, persuade, inform) target audience?
- c. Is the medium selected used to advantage?

SLIDE - TAPE PRESENTATION
Student Instruction Sheet

READ:

1.	Kodak Bulletin AC-13	"Picture Taking in 5 Minutes"	_____
2.	Kodak Bulletin AE-5	"Pocket Guide to Good Pictures"	_____
3.	Kodak Bulletin AT-5	"Photo Reports Make It Happen" pp. 12-13, 16-17	_____
4.	Kodak Bulletin AC-11	"Composition"	_____
5.	Kodak Bulletin AC-60	"Easy Ways to Make Still and Movie Titles"	_____
6.	Camera Instruction Booklet		_____

PLAN:

1. Who is your target audience?

2. What is your purpose for the slide-tape presentation?

3. How many slides will you need to tell your story visually?

4. How many title and credit slides will you need?

5. Plan your pictures on planning cards, answering the following questions:
   - How many places do I need to visit for pictures?
   - How many pictures will I need to take at each location?
   - What pictures do I need to gain presentation power for my audience?

6. Plan your sound. Don't forget to think of your potential audience.
   - What sound will help you get your point across?
   - Will you need music? If so, what kind? A popular song? Classical music? Your own original music?
   - Will you need background noises on tape? If so, will you need a battery operated tape recorder?
   - Will you need a narrator to explain things or tell a story?
   - Will you have interviews? If so, with whom?
   - Think about your sound and the way it will help or hurt your visual message.

SUBMIT YOUR PLANS FOR THE TEACHER'S APPROVAL.

MAKE THE NECESSARY ARRANGEMENTS TO SECURE PERMISSION TO TAKE PICTURES AND/OR GET YOUR INTERVIEWS ON TAPE.

ACTION:

MATERIALS:	EQUIPMENT:
___ rolls KR 126/20 Kodachrome 64 film 1 Audio tape OR ___ rolls EX 135-36 Ektachrome-X film 1 Audio tape	1 Instamatic Camera 1 tape recorder and mike (to get pre-recorded music on tape, you will also need a phonograph and patch cord) OR 1 35mm camera (furnished by student) 1 Tape recorder and mike

GET READY TO SHOW:

1. Look at your processed slides and make sure they are all good enough to use.

2. When arranging your slides in a carousel tray, always begin and end with a blank slide. This will start and finish your presentation with a dark screen and avoid distracting your audience.

3. Arrange title slides, pictures, and credits in the order you wish them.

4. Make sure your sound goes along with your slides and aids your message.

5. On a Wallensack tape recorder, hook the patch cord from the recorder to the carousel projector. Place the recorder in "Sync" operation (see recorder instruction booklet) and turn on both the slide projector and the recorder. Your first blank slide should be showing as the tape begins to play. Each time you wish the next slide to come up, press the sync button on the recorder. If you make a mistake you may repeat the procedure, erasing the mistake and placing a new impulse on it. After you have finished placing the synchronization impulses on the tape, put the recorder in playback operation, start the carousel at the beginning and check out your work. DO NOT RECORD ON THE REVERSE SIDE OF THE TAPE AFTER THIS, BECAUSE YOU WILL ERASE THE IMPULSES FOR CHANGING SLIDES.

6. When you are ready to show your presentation, make sure ahead of time thatall of the equipment is hooked up properly. Make sure your tape is at the right spot and your slides are in order. Start your presentation on the first black slide and make sure the tape recorder is in playback operation.

7. GOOD LUCK!

SELF EVALUATION:

1. How was your presentation received?

2. Did the point you wished to make come through loud and clear?

3. What changes do you think need to be make?

4. What letter grade do you think you deserve for this production?

5. Why?

EKTAGRAPHIC-VISUAL MAKER - SLIDE/TAPE
Student Instruction Guide

This project is suitable for the student who finds it impossible to do "on location" pictures because of transportation problems. The Ektagraphic-Visual Maker may be used for all or some of your slides. It is especially convenient for preparing title and credit slides.

READ: Kodak Bulletin AT-5 "Photo Reports Make It Happen"
Instruction Booklet for Ektagraphic-Visual Maker (if available)

PLAN: 1. Who is your target audience?
2. What is your purpose for the slide-tape presentation?

3. How many slides will you need to tell your story visually?

4. How many title and credit slides will you need?

5. Search for the appropriate pictures to make slides from in magazines and library resource books (ask the Librarian). NOTE: DO NOT TEAR THE PICTURES OUT OF THE BOOKS OR MAGAZINES THAT DO NOT BELONG TO YOU. For The Ektagraphic-Visual Maker you must have pictures that are 8 X 8 inches or 3 X 3 inches. You may mask the sides of a picture which does not fit exactly. One effective way of masking is to use colored construction paper to cover the area outside the selected picture, making a picture within a frame. You might even use the color of your frame or mask to enhance your message, making it pack more presentation power. For example, you may use one color frame to mask pictures of the negative aspect of your message, and another color to mask the pictures stressing the positive aspect.

You may use one large picture to make several slides using the 3 X 3 inch copy stand. The resulting slides will be the same size, whichever copy stand is used.

6. Shoot all the pictures to be made with the 8X 8 inch copy stand at one time. Follow these directions:
   A. Load film in camera and advance film to frame 1.
   B. Mount camera firmly on large copy stand and place desired picture under stand.
   C. Place a flashcube in the flashcube socket.
   D. Slide the distance switch on top of the camera to "under 6 feet."
   E. Check view-finder. If red shows, flashcube has been used and you need another. (You cannot see what you are shooting in viewfinder.)
   F. Snap shutter release (flash-cube should go off).
   G. Advance film to next frame.
   H. Place next picture to be photographed under copystand.
   I. Repeat steps D through H.

7. For 3 X 3 inch pictures, mount camera on smaller copystand and repeat steps C - I, #6.

Ektagraphic Visualmaker (page 2)

8. To make title or credit slides, letter your words on an 8 X 8 inch sheet of paper, or type them on a 3 X 3 area of a card or paper. Take slides as instructed above.

9. Plan your sound. Don't forget to think of your potential audience.
   - What sound will you need to get your point across?
   - Will you need music? If so, what kind? A popular song? Classical music? Your own original music?
   - Will you need background noises on tape? If so, will you need a battery operated tape recorder?
   - Will you need a narrator to explain things or tell a story?
   - Will you have interviews? If so,with whom?
   - Think about your sound and the way it will help or hurt your visual message.

MATERIALS:

___rolls of KR 126/20 Kodachrome 64 film

___ magic flashcubes (4 shots per cube)

___ audio cassette

EQUIPMENT:

1 Ektagraphic Visualmaker kit

1 Wallensak Cassette Recorder

GET READY TO SHOW:
(See student instruction sheet for GET READY TO SHOW for Slide-Tape Presentation.)

SELF EVALUATION:

1. How was your presentation received?
2. Did the point you wished to make come through loud and clear?
3. What changes do you think need to be made?
4. What letter grade do you think you deserve for this production?
5. Why?

A PHOTO-JOURNALISM REPORT
Student Instruction Sheet

The purpose of this project is to tell a story using pictures - and words where necessary. It is very important to plan your report thoroughly before you start taking pictures.

READ: KODAK Bulletin AT-5 Completely. "Photo Reports Make It Happen"

KODAK Bulletin AE-5 Completely "Kodak Pocket Guide to Good Pictures"

KODAK Bulletin AC-13 "Picture Taking in 5 Minutes"

KODAK Bulletin AC-11 "Composition"

PLAN: Follow insturctions given in KODAK Bulletin AT-5, pages 14 -15, 17 - 19.

SHOOT YOUR PICTURES

ARRANGE FOR PRESENTATION

MATERIAL:

3 X 5 Index cards for planning

___ rolls 126-20 Kodachrome II Print Film

EQUIPMENT:

1 KODAK Instamatic Camera

SELF EVALUATION:

1. How was your presentation received?
2. Did the point you wished to make come through loud and clear?
3. What changes do you think need to be made?
4. What letter grade do you think you deserve for this production?
5. Why?

A SOUND-MOVIE PRESENTATION
Student Instruction Guide

READ: Your camera instruction booklet COMPLETELY THROUGH. Study it to answer any questions you might have.

KODAK Bulletin AD-10 "Making a Movie"

KODAK Bulletin AC-60 "Easy Ways to Make Still and Movie Titles"

PLAN:

1. Who is your target audience?
2. What is your purpose for the production? (To inform or to persuade?)
3. Plan your scenes on planning cards. This will be an outline or your presentation. Each card details an important scene or shot, and the sequence of the cards will be the order in which you wish to film the scenes. Remember, you will have about 20 - 24 scenes. That means you will need 20 - 24 planning cards.

PLANNING CARDS SHOULD INDICATE:

1. The order of a scene in reference to the others. For example, the scene in question may be the second scene in the movie. The planning card for this scene will be marked "2."
2. What the scene will show. The student should draw a stick figure to illustrate the scene.
3. Whether the scene is a close-up, medium, or long-shot.
4. What the background will be.
5. The message of this scene - what the scene is intended to say.
6. How long the scene will be.

SCENE #2
- medium shot
- Level camera angle
- Use frontlighting

Location: Garden

Subject matter - Girl watering flowers

Scene Length - 6 seconds

SOUND-MOVIE PRESENTATION (page 2)

4. Plan your sound. Don't forget to think of your potential audience.
   -What sound will help you get your point across?
   -Will you need music? If so, what kind? A popular song? Classical music? Your own originalmusic?
   -Will you need background noises on tape? If so, will you need a battery operated tape recorder?
   -Will you need a narrator to explain things or tell a story?
   -Will you have interviews? If so, with whom?
   -Think about your sound and the way it will help or hurt your visual message.

SHOOT YOUR FILM:

Follow your planning cards as much as possible.

REMEMBER:

1. Hold your camera steady. A shaky camera means shaky movies.

2. The subject should move, not the camera. Keep the camera still, except to follow a moving subject. If you must pan, do so very s-l-o-w-l-y.

3. IF your camera has a zoom lens, don't zoom too often. Zooming is most effective when done slowly and with a purpose.

4. Make your scenes long enough (an average of 10 seconds is good, but some should be longer, some shorter, for a change of pace).

5. Hold the camera level.

6. Make movies of people doing things where possible.

7. DON'T FORGET TITLES AND CREDITS.

You will need to see your processed film before finishing your sound tape, but you can start planning while you are waiting.

A. If you are using a narrator, get a script ready for him/her. Choose the person to deliver the message. Start practice tapes. Make a test tape for timing purposes to use when your film comes back.

B. Get music on a tape. You may need to tape something from a record or the radio. Your tape will be easier to use if it is at the beginning of a cassette, not somewhere in the middle.

C. If you need taped interviews, do them NOW!

VIEW YOUR PROCESSED FILM

If you need to edit your film, you will need to contact a media class for equipment and help. Remove any distracting, bad shots.

Match your sound and film and you are ready to make your presentation.

SOUND-MOVIE PRESENTATION (page 3)

MATERIAL:

1 roll EK160 Movie film
1 audio cassette
4 X 6 index cards

EQUIPMENT:

1 Movie camera
1 tripod (optional)
1 tape recorder
1 film projector (Super 8 mm.)

SELF EVALUATION:

1. How was your presentation received?
2. Did the point you wished to make come through loud and clear?
3. What changes do you think need to be made?
4. What letter grade do you think you deserve for this production?
5. Why?

AUDIO-TAPE PRESENTATION
(Essay)
Student Instruction Guide

While this might sound like the easiest choice, it will require special thought and planning to be effective. Unless you have still pictures to accompany your presentation, all your information will have to be conveyed through the sense of hearing. Don't be afraid to try something different: a new way of hearing something which has been overlooked; interviews; sound collage, with many sounds following each other; man-on-the-street interviews; suddent contrasts in sound; combinations of music, interviews, questions, answers, dialogues, etc.

You may make many different tapes, dubbing them onto one master tape in the order you desire after you have recorded all your sound. One caution: recording sound on sound will cause all kinds of technical problems unless you have a stereo recorder at your disposal.

PLANNING:

Your plans should be quite extensive for this project. Develop your overall plan just as you would any essay, being careful to organize your plans well. After this step, you might wish to make planning cards for your various ideas.

If you plan on having other people record on your tape, insist that they be well prepared for what is expected of them.

MATERIAL:

____Audio cassette tape(s)

3 X 5 planning cards

EQUIPMENT:

1 tape recorder (with microphone)

(Stereo, if planning sound on sound)

Extra tape recorder with patch cord if dubbing from tape to tape is done.

SELF EVALUATION:

1. How was your presentation received?
2. Did the point you wished to make come through loud and clear?
3. What changes do you thin need to be made?
4. What letter grade do you think you deserve for this production?
5. Why?